

VOCATIONAL AND TRAIT ANALYSIS OF  
HIGH SCHOOL TEACHING

by

JOHN WILLIAM DIEFENDORF, PH.D.

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SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE  
OF DOCTOR OF PHILOSOPHY

in the

GRADUATE SCHOOL

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# VOCATIONAL AND TRAIT ANALYSIS OF HIGH SCHOOL TEACHING

## CHAPTER I

### INTRODUCTION

PREVIOUS STUDIES:—Although teaching is one of our oldest, if not our oldest profession, very little is known today about just what constitutes the complete job of teaching. Of course there are a few activities connected with teaching that are quite well known because they recur frequently and because they are commonly considered in teacher training courses. But we do not know whether or not there are many others of equal importance to the success of the teacher which are never thought about in connection with teacher training, and we have no conception of the total number of specific activities involved in the job of teaching. One attempt to list such activities was made by Jones.<sup>16\*</sup> Charters<sup>7</sup> says of this study that it has two shortcomings. That some important duties were not mentioned at all and that many of those mentioned were made too general to elicit definite replies.

Waples<sup>29</sup> has listed some activities of the teacher but, as indicated by the title of his study, this listing of activities was only incidental to his study of the difficulties met by teachers in the first four months of their teaching experience. His list of 466 items, therefore, contained many which merely indicated the presence of a difficulty as, for example, "How to avoid booklike phrasing and a stilted manner of speech".

While there have been few studies of what a teacher does, there have been many attempts to state what a teacher ought to be. The trouble with many of these attempts lies just here—a picture was drawn of what the teacher ought to be, when it should show what the successful teacher *is*. Representative attempts of this nature are those of Clapp (1, p. 31), Knight<sup>17</sup>, and Boyce<sup>4</sup>.

2. THE PURPOSE OF THE PRESENT STUDY:—The present study is both a trait and an activity analysis. It, therefore, has some points in common with each of the studies referred to above but differs from each in some respects. It lists the traits of a successful teacher but, instead of discussing what a teacher ought to be or of taking a few qualities and attempting to measure their influence on the success of the teacher, it tries to present a composite picture of the successful teacher who is actually at work in our public high schools today. A secondary objective growing out of this main purpose is to define the traits of this successful teacher in the concrete terms of trait actions in order that it may be perfectly clear to everyone just what the possession of each trait means to the individual. Again, the present study differs from that of Jones in carrying the analysis much farther, listing 499 activities where he listed 139, and from that of Waples in placing the emphasis on activities of the teacher rather than on the difficulties met. It differs from the latter study also in attempting to determine which of the activities should be discussed in college courses in education for the teacher-in-training.

The present study limits itself to the traits and activities of the teachers in the senior high schools of Missouri and specifically to the teachers of academic subjects in those schools. The division between academic and vocational subjects is that made by the North Central Association of Colleges and Secondary Schools in its quinquennial study for 1925. In that study the academic subjects are those which fall in the groups: English, mathematics, social science, science, and language.

3. THE NEED FOR THE STUDY:—Even a superficial examination of current educational literature shows that there is a widespread feeling that a study of this type is desirable. Among those whose writings express this feeling may be mentioned

\*Note: These numbers refer to the numbered items of the bibliography.



Boyce<sup>4</sup>, Cook<sup>9</sup>, Jones<sup>16</sup>, and Waples<sup>29</sup>. A striking example of the application of this attitude is the work of Meriam<sup>23</sup> in the elementary school of the University of Missouri. In general the best pedagogy of today calls for the organization of the curriculum around the known activities of the learner. It seems reasonable that this principle should be applied to the training of teachers in colleges where the future activities of the learner are somewhat specialized and, therefore, rather easy to determine as well as to the training of pupils in the elementary and secondary schools. The principle has been applied in the field of secondary education, there having been several attempts to determine the range of activities and the desirable traits of the high school principal. Among such studies are those of Bobbitt<sup>3</sup>, Eikenberry<sup>11</sup>, Koos<sup>18</sup>, Maxwell<sup>21</sup>, and Reavis<sup>25</sup>.

These studies have listed with a great deal of care just what the principal does and numerous articles and books have been written to show him just how these things should be done, but no adequate study has yet been made of the same items for the high school teacher. As indicated by the quotations above, the time has come when this should be done.

4. THE METHOD OF THE STUDY:—The present study divides itself into two parts: the study of teacher traits and the study of teacher activities. The writer collected all of the material for the former through personal interviews with superintendents, principals, and high school teachers in various parts of the state and with two high school seniors. The data for the latter were collected by the same method supplemented by the questionnaire. The cities in which the interviews for the first part of the study were conducted were Columbia, Fulton, Jefferson City, Mexico, Marshall, Lexington, Boonville, Sedalia, Clinton, and St. Charles. Those from which questionnaires relating to the second part were received were: Boonville, Butler, Cape Girardeau, Clinton, Columbia, Fredericktown, Fulton, Hannibal, Independence, Jefferson City, Kirksville, Lebanon, Lexington, Louisiana, Marshall, Maryville, Mexico, Moberly, Monroe City, Nevada, Odessa, St. Charles, Sedalia, Springfield, Unionville, and Warrensburg. All parts of the state are represented in this list which may be taken to indicate that the study presents an accurate cross-section of conditions as they exist throughout the state.

The use of the personal interview has much to commend it, but two criticisms are sometimes made of its use—that fewer people can be reached than by the questionnaire method and that the interviewees may be influenced by suggestions by the interviewer. That the first is not a serious criticism is shown by the fact that a comparatively small number of interviews (fifteen to twenty-five) are necessary to get all the suggestions that will be got or are of importance. Perhaps the greatest advocate of this procedure is Dr. W. W. Charters who has made frequent use of it in his attempts to formulate courses of study for salespeople of various kinds, for homemakers, scout executives, secretaries, etc. He says (6, p.133):

“It will be noted that after the sixteenth interview no new traits were added to the list and the assumption is made that additional interviews would be very unlikely to furnish new traits. This conclusion is the more legitimate because of the fact that the number of new traits added per interview was reduced almost to the minimum after the sixth interview.”

That the second is a real objection must be admitted but the difficulty can be largely avoided by carefully drilling and coaching the one who is to conduct the interviews.



One of the most important arguments for the use of the interview is the fact that in the hands of one trained in its use it guarantees almost perfect understanding between the interviewer and the interviewee. This arises from the fact that they are face to face and have an opportunity to ask for and give explanations concerning what is wanted and how it is to be given. In the second place, it should result in securing a much richer contribution from the interviewee because the interviewer has an opportunity to ask additional questions in the field of the individual's personal interest and to follow up a valuable suggestion that may be contained in some statement of the person interviewed. These advantages make the interview a desirable method of procedure.

The first step in the collection of teacher qualities was the formulation of a tentative set of questions which were to be used as a basis for the interviews and which were expected to elicit the information desired. Three sets of questions were prepared, because three groups of people were to be interviewed and each group had to be approached from a slightly different angle.

When the interviewing was begun it was not known how many interviews would be held. It was intended to continue until four or more successive interviews added no new traits. When, therefore, the seventeenth, eighteenth, nineteenth, and twentieth interviews were found to be unproductive of new suggestions, it was decided to hold no more. Nine of the twenty interviews had been held with school executives, seven with teachers and two with pupils. The last three were held with a superintendent, a principal, and a teacher respectively. The total number of traits mentioned in each interview and the number mentioned for the first time in each interview are shown in Table II.

In making up the activity list, use was made of both the interview and questionnaire methods. This was done because while the characteristics that make for successful teaching are fairly constant for schools of one type, as, for example, public high schools, the activities that teachers perform, are by no means constant from city to city. It was, therefore, decided to include a larger number of teachers and schools in the study of activities. This arrangement seemed desirable, also, for another reason. It was felt that after a number of interviews the list of activities would include a large number of items. This would make it necessary for the teacher to have the list before him and spend some time in familiarizing himself with the items that had been mentioned. He should then have an opportunity to keep the list with him for some time, adding activities as they occurred to him. This would make it impossible for the interviewer to stay with him and appeared to necessitate the use of the questionnaire.

The writer began this list by writing down all of the things that he had done as a high school teacher or had seen done by others working in the same field so far as he could remember them. An interview was then arranged with the teachers of academic subjects in the high school at Columbia, Missouri. A typewritten copy of this partial list which contained 54 items was put into the hands of each and the purpose of study carefully explained to them. They were then asked to write down everything which they did because of the fact that they were high school teachers. No other criterion was to be used to decide whether an item belonged on the list. They were interested in the study and asked to be allowed to keep the list a few days in order to add items as they should occur to them. When the lists were collected one week later, 175 new items had been added. This list of 229 items was then mimeographed and presented in the same way to a group of teachers in another system. Their suggestions were added to the list, which was then presented to the teachers of still another system. The cooperation of the teachers in a fourth system

was enlisted in the same way. By this time the list contained approximately 350 items. In order to make the investigation still more representative letters were sent to fifteen high school principals outlining the plan and asking if they would be willing to take up the study with their teachers. After the list, as it then stood, had been mimeographed, it was sent to ten of these principals who had expressed their willingness to cooperate. The ten cities represented were Maryville, Fredericktown, Nevada, Windsor, Hannibal, Butler, Lebanon, Neosho, Cape Girardeau, and Monroe City. A sufficient number of copies were sent so that each teacher would have one and a sheet of directions was attached to each list for reference in case the teacher should forget the explanations and directions given by the principal.

In this way the questionnaire was placed in the hands of 65 teachers. They were to keep these lists a definite time, usually about a week. The questionnaires were then collected by the principal and returned to the writer. When the returns on these questionnaires were tabulated they brought the total number of items on the list up to 491. It will be noted by a reference to Appendix A that the final list contains 499 items. The last eight were obtained from nineteen students in the University of Missouri who had had experience in teaching in high school.

By this time 108 teachers had contributed to this phase of the study and the list seemed to be practically complete. It was, therefore, mimeographed in the form shown in Exhibit E and mailed to 450 teachers to be checked. At the end of the list was added a request that if the checker had performed any activity that had not been included that he should add it to the list. Two hundred fifty teachers filled out the questionnaires and many of them made some suggestions in answer to the request indicated above. Of the total number suggested, only 16 were new. It had been hoped that the study could be carried to a point where we would feel justified in saying that it was complete. The 16 items added by the teachers who checked the list show that this aim has not been realized. It is believed, however, that the activities already listed form an adequate basis for the present study. It is possible that a more extended investigation would disclose a few additional activities. The very fact, however, that such an extended study was necessary to find them would show that they were relatively unimportant, since, if they had been of any considerable importance, they would have occurred to some one or more of those who worked on the list earlier and would have been added by them.



## CHAPTER II

### DESIRABLE TEACHER QUALITIES

1. THE TRAIT ANALYSIS:—It has been indicated above that all of the data for this phase of the study were collected through personal interviews with carefully selected individuals. In each case a careful record was kept which showed as fully as possible just what was said by the interviewee and, as far as possible, his exact terminology was used. This record was kept in order that the occurrences of the trait might be verified and in order that the context might be studied for the purpose of determining exactly what the interviewee meant when he mentioned it. The form for this record consisted of a sheet containing space for a list of traits down the left side and a number of vertical columns, each of which was to contain the record of one interview, as shown in Table I, which is a copy of a section of this original work sheet.\*

Each of the vertical columns in this table is assigned to an interview in the order in which they were held. When the typewritten record of each interview was prepared each line in the copy was numbered as indicated above. The numbers that appear in each of the columns of this table, therefore, refer to a line of the interview in whose column it is found. If more than one number occurs in one square it means that the particular trait opposite which they appear was mentioned in each of the lines indicated. For example, the trait of dependableness was mentioned in Lines 29 and 34 of the first interview, in Line 33 of the second, in Lines 30 and 35 of the third, etc.

TABLE I.—SECTION OF WORK SHEET SHOWING HOW RECORD OF INTERVIEWS  
WAS KEPT

| Traits                                   | Interviews |    |          |          |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|------------------------------------------|------------|----|----------|----------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                                          | 1          | 2  | 3        | 4        | 5   | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Dependable.....                          | 29<br>34   |    | 30<br>33 | 28<br>35 | 33  |    |    |    | 52 |    |    |    |    | 9  |    |    | 21 |    | 15 | 22 |
| Dictatorial, not.....                    |            |    |          |          |     | 13 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Diplomatic.....                          |            |    | 23       | 12       |     |    |    |    |    |    |    |    |    |    |    |    |    |    | 36 |    |
| Direct.....                              |            |    |          | 6        |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Domineering.....                         |            |    |          |          |     |    |    |    |    |    | 45 |    |    |    |    |    |    |    |    |    |
| Earnest.....                             |            |    |          |          |     |    |    |    | 28 |    |    | 46 |    |    |    |    |    |    |    |    |
| Easy, not.....                           |            |    |          |          | 74  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Eccentric, not.....                      |            |    |          |          |     |    |    |    | 32 |    |    |    |    |    |    |    |    |    |    |    |
| Efficient.....                           |            |    |          |          |     |    |    |    | 51 |    |    |    |    |    |    |    |    |    |    |    |
| Egotistical.....                         |            |    |          |          |     |    |    |    | 69 |    |    |    |    |    |    |    |    |    |    |    |
| not.....                                 | 38         | 25 |          |          | 109 |    |    |    |    |    |    |    |    |    | 20 | 1  |    |    |    |    |
| Energetic.....                           |            |    |          | 76       |     |    |    |    | 26 |    |    |    |    |    |    |    |    |    |    | 18 |
| Enthusiasm.....                          | 17         |    | 9        |          | 55  |    |    |    |    | 5  |    |    |    |    |    |    |    | 5  | 16 |    |
| Exact.....                               |            |    |          | 22       |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Executive ability.....                   |            |    |          |          |     |    |    |    |    |    |    | 11 |    |    |    |    |    |    |    |    |
| Experienced.....                         | 57         | 13 |          |          |     |    |    | 23 |    |    |    |    |    |    |    | 3  | 45 | 6  |    |    |
| Fairminded.....                          |            |    |          | 9        | 56  |    | 14 |    | 21 |    |    |    |    | 4  |    |    | 29 |    | 20 | 16 |
| Familiarity (too much, with pupils)..... |            |    |          | 71       |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

\*Note: For full description of the technique employed in this chapter and the one which follows, the reader should refer to the original study on file in the library of the University of Missouri or to a similar study by Charters (6)

2. THE SELECTION OF TRAITS:—When it was decided that no more interviews were necessary, and when this check on the final interview had been completed, it was found that the list contained 130 traits, but it was certain that many of them were partial or complete duplications. The next step, therefore, was the determination of the number of separate traits that were included. A careful study and comparison of these items showed that fifty-two separate traits had been mentioned. Each of the other traits was placed as a sub-trait under the one to which it seemed most closely related and, if necessary, a new heading for the group was selected. These traits together with the sub-items are reproduced below (see Exhibit A) in order to show the extent and nature of the grouping employed. It will be noted that the expression of the trait is so chosen that it may be given in answer to the question, what qualities does the successful teacher have. For example, the answer is, she has cooperativeness, a professional attitude, an interest in pupils, good judgment, etc.

### EXHIBIT A COMPOSITE TRAIT LIST

- |                            |                      |
|----------------------------|----------------------|
| 1. Cooperativeness         | 7. Dependableness    |
| not gossipy                | earnest              |
| helpful                    | efficient            |
| willing                    | exact                |
| loyal                      | responsible          |
| 2. Professional attitude   | thorough             |
| has confidence in her work | painstaking          |
| growing                    | honest               |
| serious in her work        | consistent           |
| progressive                | 8. Thorough training |
| 3. Neatness                | scholarly            |
| good dresser               | good methods         |
| not slovenly               | 9. Considerateness   |
| clean                      | not harsh            |
| 4. Pleasantness            | kindhearted          |
| cordial                    | not sarcastic        |
| cheerful                   | sympathetic          |
| not grave                  | 10. Tact             |
| agreeable                  | diplomacy            |
| good natured.              | not dogmatic         |
| has good voice             | not domineering      |
| gracious                   | not overbearing      |
| has sense of humor         | 11. Justness         |
| happy                      | fairminded           |
| jolly                      | impartial            |
| not sulky                  | 12. Poise            |
| 5. Interest in pupils      | calm                 |
| 6. Good judgment           | not irritable        |
| dignified                  | not nervous          |
| discreet                   | not petulant         |
| not familiar               | self-controlled      |
| not hasty                  | even-tempered        |



- |                                      |                                |
|--------------------------------------|--------------------------------|
| 13. Industry                         | quickminded                    |
| energy                               | not slow                       |
| not lazy                             | 28. Conscientiousness          |
| 14. Good health                      | 29. No egotism                 |
| 15. Ability to discipline            | 30. Good appearance            |
| 16. Broadmindedness                  | 31. Sincerity                  |
| not bigoted                          | 32. Wide range of information  |
| not pedantic                         | 33. Patience                   |
| tolerant                             | 34. Courage                    |
| 17. Leadership                       | not bashful                    |
| aggressive                           | manly                          |
| forceful                             | not timid                      |
| executive                            | 35. Natural manner             |
| 18. Promptness                       | normal manner                  |
| punctual                             | not eccentric                  |
| 19. Firmness                         | 36. Adaptability               |
| has resistance                       | 37. Approachableness           |
| not "easy"                           | 38. Idealism                   |
| 20. Ability to explain things.       | 39. Religious attitude         |
| 21. Character, good                  | 40. Optimism                   |
| good habits                          | 41. No over-sensitive attitude |
| good influence                       | 42. Unselfishness              |
| moral                                | generous                       |
| 22. Cultured manner                  | not mercenary                  |
| polite                               | 43. Versatility                |
| refined                              | interest in things             |
| courteous                            | 44. Directness                 |
| 23. Experience                       | 45. Sportsmanship              |
| 24. Initiative                       | 46. Persistence                |
| original                             | 47. Good memory                |
| resourceful                          | 48. Intelligence               |
| self-reliant                         | 49. Frankness                  |
| 25. Friendliness                     | 50. Charity                    |
| 26. Ability to make work interesting | forgiving                      |
| 27. Alertness                        | 51. Appreciativeness           |
| active                               | 52. Ambition                   |
| alive                                |                                |
| observant                            |                                |

It will be noted that in the above list there is a total of one hundred thirty-nine items and sub-items. This is explained by the fact that, as indicated above, new headings were chosen for some of the groups in which none of the items seemed to have a sufficiently general meaning to cover all shades of meaning represented in the group. These were, of course, in addition to the original one hundred thirty items.

Table I shows how a record was kept of the occurrence of each of the traits. When two or more traits were combined it was, of course, necessary to combine the records of occurrence. For example, "cooperativeness" was not mentioned in interviews 3, 7, and 10, but "helpfulness" was mentioned in each of them. When,

therefore, helpfulness was made a subhead under cooperativeness, the latter was given credit, for having been mentioned in each of the indicated interviews. But, since the traits had now been selected, it was no longer necessary to know the particular line of the interview in which the trait occurred. For the sake of clearness, therefore, the numbers designating lines were replaced by check marks as shown in Table II.

3. THE RELATIVE IMPORTANCE OF TRAITS:—While it appears that the fifty-two traits of Table II are characteristic of successful teachers in general, it is not to be presumed that each is of equal importance as a factor in the teacher's success nor that any one successful teacher possesses all of them. Their relative importance should, therefore, be determined in order that school executives may know which qualities are most desirable in applicants for teaching positions in the high school and in order that teachers who wish to make self-improvement may know which ones they should concentrate upon.

It is probable that the relative importance of a trait is proportional to the number of people who mention it, since the more effect it has on the general situation relating to a teacher's success the more often it will be likely to occur to those with whom the teacher works. Conversely, the less important it is the less prominent it will be in their thinking and the fewer the times it will be mentioned. It would be obviously unfair to take the total number of times a trait was mentioned as a criterion, because it is not the relative importance of the trait to one individual that is sought but to everybody. Therefore, the individual should be the unit for estimating its value. Column C of Table II shows the number of interviews in which each trait was mentioned one or more times. Column D shows the rank assigned to each of the traits on the basis of these frequencies. That is, cooperativeness which was mentioned in 17 of the 20 interviews is given first rank while professional attitude and neatness, each of which was mentioned in 16 interviews, are given second rank.

4. DEFINITION OF TRAITS:—But to each person who attempts to use this list and especially to the inexperienced teacher-in-training the following questions will occur: What is involved in each of these traits? And what does one do if he possesses these traits? Nothing is more certain than that to each of these individuals any given trait will have a special meaning which will be determined by the background of the questioner's experience and by his peculiar individual mental bent. To no two of them will it have exactly the same meaning because no two people have had exactly the same experience nor have they the same mental inheritance. If then, we wish everybody to have the same appreciation of a trait we must define it carefully. But how can one define a subjective thing like cooperativeness? It cannot be done directly. It has been found possible, however, to make very careful and reliable studies of various intangibles by observing the influence which they exert on other things which are gross and, therefore, more easily observed. Thorndike<sup>27</sup>, McCall<sup>28</sup>, Charters<sup>7</sup>, and others have indicated how a subjective trait must be measured. It must be defined in terms of the characteristic behavior of those who possess it. This method is not new. It is perhaps as old as the race. It is frequently used, for example, in the Bible and it is here that we find a classic example of its being employed to make clear to all what might otherwise be subject to varying interpretations. The Apostle Paul says <sup>2</sup>:

"Love suffereth long, and is kind, love envieth not; love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth: beareth all things, believeth all things, hopeth all things, endureth all things."



TABLE II.—TRAITS OF A SUCCESSFUL TEACHER

| A<br>Traits                          | B<br>Interviews |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | C<br>No. times<br>mentioned | D<br>Rank |
|--------------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------------------------|-----------|
|                                      | 1               | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |                             |           |
| 1. Cooperativeness                   | x               | x  | x  | x  | x  | x  | x  | -- | x  | x  | -- | x  | -- | x  | x  | x  | x  | x  | x  | x  | 17                          | 1         |
| 2. Professional attitude             | x               | x  | x  | x  | -- | x  | x  | x  | -- | -- | -- | x  | -- | x  | -- | x  | x  | x  | x  | x  | 16                          | 2         |
| 3. Neatness                          | x               | x  | x  | x  | -- | -- | -- | -- | x  | x  | x  | -- | -- | -- | x  | x  | x  | x  | x  | x  | 16                          | 2         |
| 4. Pleasantness                      | x               | x  | -- | x  | x  | x  | -- | -- | x  | x  | x  | -- | x  | x  | -- | x  | -- | x  | x  | x  | 15                          | 4         |
| 5. Interest in pupils                | x               | -- | -- | x  | x  | x  | x  | x  | -- | x  | x  | x  | x  | x  | x  | x  | x  | -- | -- | -- | 14                          | 5         |
| 6. Good judgment                     | --              | x  | x  | x  | x  | x  | x  | -- | -- | x  | x  | x  | -- | -- | -- | x  | x  | x  | -- | -- | 14                          | 5         |
| 7. Dependableness                    | x               | x  | x  | x  | x  | -- | -- | -- | x  | x  | x  | -- | x  | -- | x  | -- | x  | x  | -- | -- | 14                          | 5         |
| 8. Thorough training                 | --              | -- | x  | x  | x  | -- | -- | -- | x  | x  | x  | x  | -- | x  | x  | x  | x  | -- | -- | -- | 14                          | 5         |
| 9. Considerateness                   | x               | x  | x  | -- | x  | x  | -- | -- | -- | x  | x  | -- | -- | -- | x  | -- | x  | -- | -- | -- | 12                          | 9         |
| 10. Tact                             | x               | x  | x  | x  | x  | x  | -- | -- | -- | -- | -- | x  | x  | -- | x  | -- | -- | -- | -- | -- | 12                          | 9         |
| 11. Justness                         | --              | -- | -- | x  | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | x  | -- | -- | -- | -- | -- | 11                          | 11        |
| 12. Poise                            | x               | -- | x  | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 11                          | 11        |
| 13. Industry                         | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 9                           | 13        |
| 14. Good health                      | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 9                           | 13        |
| 15. Ability to discipline            | --              | x  | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 9                           | 13        |
| 16. Broadmindedness                  | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 8                           | 16        |
| 17. Leadership                       | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 8                           | 17        |
| 18. Promptness                       | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 7                           | 18        |
| 19. Firmness                         | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 7                           | 18        |
| 20. Ability to explain things        | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 7                           | 18        |
| 21. Good character                   | x               | -- | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6                           | 21        |
| 22. Cultured manner                  | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6                           | 21        |
| 23. Experience                       | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6                           | 21        |
| 24. Initiative                       | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 6                           | 21        |
| 25. Friendliness                     | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 5                           | 25        |
| 26. Ability to make work interesting | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 5                           | 25        |
| 27. Alertness                        | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4                           | 27        |
| 28. Conscientiousness                | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4                           | 27        |
| 29. No egotism                       | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4                           | 27        |
| 30. Good appearance                  | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4                           | 27        |
| 31. Sincerity                        | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 4                           | 27        |
| 32. Wide range of information        | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3                           | 32        |
| 33. Patience                         | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3                           | 32        |
| 34. Courage                          | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3                           | 32        |
| 35. Natural manner                   | x               | x  | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 3                           | 32        |
| 36. Adaptability                     | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 37. Approachableness                 | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 38. Idealism                         | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 39. Optimism                         | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 40. Religious attitude               | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 41. No over-sensitive attitude       | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 42. Unselfishness                    | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 43. Versatility                      | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2                           | 36        |
| 44. Directness                       | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 45. Sportsmanship                    | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 46. Persistence                      | x               | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 47. Good memory                      | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 48. Intelligence                     | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 49. Frankness                        | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 50. Charity                          | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 51. Appreciativeness                 | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| 52. Ambition                         | --              | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1                           | 44        |
| Traits mentioned                     | 27              | 20 | 18 | 19 | 34 | 15 | 10 | 10 | 23 | 14 | 10 | 17 | 4  | 13 | 14 | 10 | 18 | 6  | 20 | 19 |                             |           |
| New                                  | 27              | 6  | 5  | 3  | 7  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  |                             |           |

It is the method of the Apostle Paul that has been used in this study to define the fifty-two traits of the successful teacher. The things which one does because of the possession of a certain trait are called trait-actions. In the following pages (See Exhibit B) have been listed the traits developed in this study accompanied by appropriate trait actions. In this list which is based upon the interview material an attempt has been made to set forth as nearly as possible in the words of the interviewees just what they meant by each trait.

## EXHIBIT B

### DEFINITIVE LIST OF TEACHER TRAITS

**1. Cooperativeness**—(a) She is not critical and gossipy. (b) She does not find fault with the administration or others of the staff and does not talk about them. (c) When I ask that something be done she is willing to assist. (d) If other members of the staff have something they wish to test out, she offers her assistance. (e) If we wish to enlist the support of the community for any purpose, she will help to arouse the desired sentiment. (f) While she sometimes questions the superintendent concerning the wisdom of some policy, she never fails to support it after it is definitely put into operation. (g) If some teacher desires to shift a class or other group, she is willing to assist in any way that will benefit the other teacher. (h) She will help plan stage decorations or in other ways arrange for programs. (i) She passes on any constructive criticism that she may receive. (j) He assumes responsibilities. (k) He is willing to give time to help in school affairs. (l) He is always willing to explain things to pupils and others. (m) He leads in outside activities. (n) If he is asked to do some hall duty he does it. (o) He helps pupils by showing them where they are weak. (p) He helps in club work. (q) He helps arrange programs, raise money, etc. (r) He is not jealous of the superintendent or of other teachers. (s) If he has fault to find, he comes and tells me and does not talk on the outside. (t) He does not lay his lack of success on the principal. (u) He carried out carefully what the principal wished done even though he disagreed with him concerning its advisability. (v) One teacher would not turn off the heat in her room. (w) He was willing to do more than was required of him.

**2. Professional attitude**—(a) Has interest in her work. (b) She does not "watch the clock". (c) Believes teaching is an opportunity for service. (d) She studies to become a good teacher and to develop her possibilities. (e) Does not often ask to be excused for week ends. (f) Realizes importance of her work. (g) She is interested in her subject. (h) She is very careful to make all work conform to the best interests of the school. (i) Doesn't have "too many outside interests". (j) Doesn't try to get out of school as quickly as possible. (k) They have not come into the work just for money or to make it a stepping stone to something else. (l) Believes in school activities. (m) They keep up their professional growth by attending summer school, traveling, etc. They study professional magazines and take extension courses to keep out of the rut. (n) They do not permit pupils to say derogatory things of other teachers while in their classroom. (o) She continues to make better preparation. She is interested in teachers' meetings. She reads professional journals. Her work is first in her interests. She does not accept social engagements that interfere with her work. (p) She is making teaching her life work. She is not waiting for something to come along. (q) She is more interested in her work than others. (r) He loves the subject he is teaching. (s) He is devoted to his work. (t) She tries to keep up with changing tendencies in education. (u) Is a member of teacher associations, (v) Continues to study. (w) He is serious in his work and knows what he is talking about.



3. **Neatness**—(a) He is correct in his dress. (b) He is clean. (c) His clothes fit well. (d) His reports are clean and well arranged. (e) His reports are never written with a pencil nor in two colors of ink. (f) She is careful in all details of her attire. (g) Her room is always well-kept. (h) She wears only clean, well-pressed clothes. (i) Her hands are always clean and well cared for. (j) She never has paper on the floor. (k) Her books are dusted and in place. (l) Her desk is not strewn with paper, knives, etc. (m) Her furniture is in place. (n) Her reports are never full of blots and the totals are always correct.

4. **Pleasantness**—(a) She doesn't nag. (b) When trials come she does not get grouchy. (c) She does not whine about things that do not suit her. (d) Her voice is well modulated. It is not shrill and harsh. (e) They have sunny dispositions—they do not get angry at little things. (f) She has a little fun with her work. (g) When trials or shocks come they are not grouchy, do not nag, nor get prejudiced.

5. **Interest in pupils**—(a) Attempts to discover, develop, and utilize pupils' interests and aptitudes. (b) They get acquainted with pupils' home life. (c) They let pupils run errands or help about the class. If pupils have something to do that helps, they will be more interested and get along better. (d) He does not pass me up in the hall or on the street without noticing me. (e) Associates with them in other than classroom activities. (f) She holds class for slow pupils in her own home. (g) She was glad to go on hikes with pupils. (h) She invited girls to her room for refreshments. (i) She chaperoned a group of students to C. for high school day, made hotel reservations for them, etc. She was interested in pupils' sports. (j) She is interested in pupils as girls and boys. (k) She studies the environment of the child in order to be able to help him. (l) She understood the boys better than most teachers. She studied their moods and knew in what they were interested. (m) She talks to them. (n) She stops on the street to talk to pupils. (o) When she goes to a town in which she has formerly taught, she inquires about her former pupils. (p) She treats pupils as human beings not as things. (q) She respects the opinions of pupils. (r) She tries to understand the problems of the pupils.

6. **Good judgment**—(a) Does not take an arbitrary stand in discipline—e.g., does not tell a pupil he will be expelled without consulting superintendent. (b) Does not buy material without the superintendent's o. k. (c) She tries to foresee and prevent undesirable occurrences. (d) Talking too much is the teacher's besetting sin. (e) Dresses appropriately—doesn't wear evening clothes to school. (f) Doesn't permit familiar remarks. (g) Doesn't appropriate things that do not belong to him. (h) Is careful in picking his companions—picks ones that will be helpful. (i) Doesn't get familiar with pupils. (j) Does not "fire" pupils from class on small provocation. (k) Does not interrupt the procedure when visiting other teachers. (l) Does not dismiss classes just when he pleases. (m) She balances her work. She does not wear herself out doing clerical work at home. (n) Does not act like one teacher of English who, when he saw two other teachers laughing in the hall, approached and said, "I know what you are laughing at. You are laughing at my blunders in English." (o) She doesn't have dates with high school boys. (p) She tries to make the difficulty of her assignments correspond with that of other teachers. (q) She assigns lessons that can be prepared in the time pupils are supposed to give to such preparation. (r) If a special occasion cuts down the time which pupils have for preparation, she varies her assignments accordingly. (s) She doesn't make "wild" statements in class—she is sure of her facts. (t) She doesn't act in any matter without full knowledge of the conditions. (u) She doesn't "talk too long". (v) She knows how much to expect of her pupils. (w) She maintains her dignity outside of school. (x) She doesn't get

offended at casual remarks. (y) She doesn't dance if the town disapproves of teachers dancing. (z) Doesn't dress in extreme fashion.

7. **Dependableness**—(a) Follows instructions. If she is asked to do anything I can be sure it will be carried out 100%. (b) Was not dependable in the matter of keeping class records straight. (c) I am not able to turn certain kinds of work over to my teachers, because it would never be done. (d) She is always there on time to meet her class, and has her lesson prepared. (e) She is careful of details. (f) They follow instructions—fire drill, etc. (g) They send in accurate reports. (h) She makes careful preparations for each day's work. I do not have to watch her to see if she is doing her work thoroughly. (i) She carries out the work laid down for her department. (j) She assumes responsibility for results. (k) When she said "I will have this job done" it was always done. (l) She could not tell the truth. If she said she would attend to a matter, I could never be sure she would do it. (m) She does not slight her work. She is thorough. (n) If she were sweeping a room, no corner would be overlooked. (o) If she were giving out supplies to teachers, each room would get its supply. (p) She does not put off duties from day to day. (q) She is thorough in her assignments. (r) She knows every detail of her work. (s) Some teachers slight their work.

8. **Thorough training**—(a) She doesn't bluff. She doesn't have to. (b) Her preparation for teaching was thorough. (c) She knows her work. (d) She has had good experience. (e) She knows her subject. (f) She has spent two summers in special study on her subject. (g) She had studied the background of our schools and knew their functions. (h) She was familiar with the state course of study and knew what the children were expected to do. (i) She had studied both general and educational psychology. (j) She had studied and was ready to undertake such new practices as the supervised study period. (k) Her training in methods and child psychology enabled her to lead children. (l) She demonstrates every point. (m) She adapts her instruction to her pupils. (n) She uses illustrations from everyday life. (o) She is careful to set the best example herself. (p) She selects material that is familiar to pupils. (q) Her assignments are made properly. (r) She knows the aim of the lesson and how it is to be approached.

9. **Considerateness**—(a) She is considerate of children and parents. She strives to see their point of view. She is not unnecessarily harsh. She does not cut and bruise with words. Words make wounds that are hard to heal. (b) She does not say things that hurt. (c) She is not militaristic toward pupils—does not say, "do so because I told you to do it." (d) If a boy fails to answer a question, she does not say, "what kind of home do you come from". (e) She gave clothes to a boy who would otherwise not have been able to attend graduation exercises. (f) She was willing to help in difficulties. One senior boy was in danger of being suspended just before school closed. By her help he was kept in good standing. (g) She had a keen understanding of pupils' problems.

10. **Tact**—(a) If a slow pupil can contribute only a little she accepts that little because it encourages the pupil. (b) Some people do not know when to talk and when not to talk. (c) They do not say things that make pupils feel that they are imposed upon. (d) They know when to lead others to make a desired statement and when to make it themselves. (e) They know what type of treatment to use for each pupil. (f) They do not antagonize pupils by forcing them. (g) He requests rather than commands. (h) Intelligent people avoid quarrels when they honorably can. They recognize the triviality of trifles. They do not sacrifice principle but they make concessions in matters of small amount. (i) She does not allow troublesome issues to come up. (j) She is willing to see the viewpoint of others. (k) She avoids making

pupils feel an inferiority. (l) She listens to pupils' plans and tries to help them work out more desirable ones. (m) She does not try to drive pupils. (n) She avoids remarks that might cause embarrassment to herself or the administration. (o) When one of my teachers was asked by some pupils to go on a wiener roast she said "O! I don't care for wiener roasts". A diplomatic teacher would never have said that. She might have suggested something else.

11. **Justness**—(a) She is willing to acknowledge when she is wrong. (b) She gives credit to others for their good work. (c) She gives pupils credit for good things they do as well as reproves them for their poor work. (d) Does not lay all blame on pupils for poor work and assume her own excellence. (e) She is fair and square in dealing with her pupils, and others. (f) Her grades and her judgment are not influenced by personal likes and dislikes, grudges, etc. (g) She has no pets when giving out grades. (h) In class she calls upon all pupils. She shows no favorites.

12. **Poise**—(a) She never seems disturbed by little things. (b) She is not disturbed by interruptions. (c) She never seems at a loss for correct expression or for what to do. (d) She is the same at all times. (e) She is not affected by pupil's actions. (f) She is calm under all circumstances. (g) She doesn't get excited or display anger. (h) She is even tempered. (i) She doesn't "go to pieces at every insignificant thing".

13. **Industry**—(a) She has lots of "pep". (b) She is not lazy. (c) She does not watch the clock. (d) She does not rush from the building at the sound of the bell. (e) She doesn't mind doing a little extra work.

14. **Good health**—(a) She has a strong physique. (b) She doesn't have to have a substitute teacher often. (c) She is able to go on hikes with the girls. (d) She can enjoy play with pupils and others. (e) Her color is not artificial and her eyes have a natural brightness.

15. **Ability to discipline**—(a) She takes care of her own disciplinary problems and does not send them to the office. (b) She disciplined without apparent effort and had no disciplinary cases. (c) She disciplined without nagging. (d) She plans things to keep pupils interested. (e) She keeps them busy, interested, and enthusiastic. (f) She aroused in her pupils a desire to be good. (g) She wins pupils' respect by handling her own disciplinary problems. She seldom sends anyone to the office.

16. **Broadmindedness**—(a) She does not force her views on the pupils. (b) She sees both sides of a question—her own and the pupils'. (c) She is hospitable to new ideas. (d) She is not swayed by any prejudices toward the family of a pupil, his religion, or social standing. (e) She can see and appreciate pupils' viewpoints. (f) She reads widely and knows what is going on in other fields than her own. (g) She is interested in civic and world affairs. (h) She is willing to learn from others. (i) His knowledge is not for show. It is for the enjoyment of himself and others.

17. **Leadership**—(a) Others like her assurance and follow her without question. (b) When the crowd was tired of one thing she always had something else to suggest. (c) She did not drive, she suggested. (d) She encouraged others to suggest things. (e) She could do many things well. (f) She grasped the essential elements of a new situation quickly and was able to take the lead in carrying the thing out. (g) She can get work out of her pupils, a committee, etc., without causing ill feeling. (h) She seemed to dominate any situation.

18. **Promptness**—(a) She is not late to appointments. (b) She gets to school on time. (c) She gets her reports in on time. (d) She is punctual. (e) When the bell rings she starts or stops work.

19. **Firmness**—(a) She has resistance—is not easily persuaded. (b) She is sufficiently strict to make pupils respect her. (c) When she gives directions she sees



that they are executed. (d) She won pupils' respect by not letting them do as they pleased. (e) She is not "easy".

20. **Ability to explain things**—(a) They know how to teach in a way that gets the material across to the pupils. (b) Ability to impart knowledge. (c) She gets class attention. (d) She is explicit in explanation. (e) She goes at it directly—not in a round-about way. (f) She makes clear to the pupil that he is responsible for getting it. (g) She adjusts her explanations to the level of the class intelligence. (h) She uses words that are clear and concise—words that are known to all members of the class. (i) She makes her explanation correspond to the development of the child. (j) She calls upon the child's experience for illustrative analogies.

21. **Character, good**—(a) She pays her debts. (b) It does not mean that a teacher cannot smoke, dance or have short hair. (c) He is clean morally. (d) The teacher's task is to be such a person as good people want their children to become; to love learning and virtue and to lure boys and girls to love them, to be master of what he teaches and to cause pupils to master the salient points of it; to make the school a place which those who go there will hold in loving memory; to be a check upon the forward, and encouragement to the timid, a comforter to the distressed, a stay to the weak, a spur to the sluggish and an inspiration to all. (e) She has a frank open countenance. (f) Does not do unconventional things.

22. **Cultured manner**—(a) She observes rules of etiquette. (b) She never nagged, never bullied, and never used sarcasm. (c) She is kind to pupils and others. (d) She tries to be interested in what others say. (e) She is not rude. (f) She does not enter the office without seeing if she would interrupt a conference. (g) She shows attention to visitors and invites them to her room. (h) She does not interrupt a conversation. (i) She has pleasing manners. (j) As she passes before pupils she excuses herself just as she expects them to do.

23. **Experience**—(a) She can anticipate pupils' reactions. (b) Just now I have to supervise the annual because I have no one to take it over. (c) She had taught successfully in other schools. (d) She was familiar with many methods and devices. (e) She can recognize danger signs. (f) She knows what things pupils will like or dislike.

24. **Initiative**—(a) She suggests new things and how they may be tried out. (b) She knows how to do things she wishes done. (c) She does not need to be told what to do or how to do it. (d) She was always doing things in a way different from the way others did them. (e) She is willing to go ahead and work things out. (f) She is not afraid someone else would do the things better. (g) She sees what needs to be done and does it.

25. **Friendliness**—(a) She mixes well with the people of the community. (b) She always recognizes people she has met and has a word for them. (c) She always wants to know of others how they are getting along. (d) She doesn't run home to her room as soon as school is dismissed. (e) She has time to stop and chat a while.

26. **Ability to make work interesting**—(a) She inspires her pupils to do better things. (b) She radiated an influence for the best in every pupil. (c) She makes her work appeal to pupils. (d) She has many devices and means to make the work interesting to pupils, e. g., (e) She related her work to life problems of the pupil. (f) She permits them to work out methods of demonstrating the work to the class.

27. **Alertness**—(a) She can distinguish between real understanding and an attempt to "stall". (b) She sees everything—lets nothing go by without her notice. (c) She is quick to think on an issue. (d) She is familiar with and interested in what goes on about her. (e) She is not sluggish in her notions. (f) If something is going wrong she seems to sense it immediately.

28. **Conscientiousness**—(a) She tries to get pupils to realize and use their opportunities. (b) She is not satisfied to simply meet classes. She wants to get something constructive done. (c) When he does a piece of work he wants it as well done as is humanly possible. (d) She is conscientious about her work. She does not simply assign work and hear recitations.

29. **No egotism**—(a) She is not unduly concerned with demonstrating her worth. (b) When pupils come to her from other teachers she does not try to show by her grades that they have been improperly taught. (c) She does not consider herself better than her pupils, or the people of the community. (d) She does not scorn community ideal, habits, economic conditions, etc. (e) She does not consider herself blest because she happened to be born in another community or state.

30. **Good appearance**—(a) She has a good figure and a good carriage. (b) Her clothes always become her. (c) She doesn't daub her face with paint and powder. (d) Her clothes are of good material and well made. (e) She has character in her face. (f) She has no irregular features.

31. **Sincerity**—(a) She lives the things she teaches. (b) When she talks about citizenship you feel that she practices good citizenship. (c) She does not act friendly when with me and then discuss me unfavorably when with another. (d) She does not "play to the grandstands". (e) She does not affect a friendliness she does not feel.

32. **Wide range of information**—(a) She can talk interestingly about current events and subjects of general interest. (b) She had travelled a great deal and had gathered much information. (c) She knows something of interest in many fields. (d) She reads a great deal. (e) She brings material from other fields into her class discussion. (f) She keeps herself posted on practices in other schools.

33. **Patience**—(a) She was willing to give help time after time and never seemed to feel that a case was hopeless. (b) She does not feel discouraged if results are not seen at once. (c) She is not inclined to answer unkindly when an unkind thing is said. (d) She is not hasty in words or actions.

34. **Courage**—(a) She was not afraid to express her convictions. (b) She was not afraid of her pupils. (c) She talked kindly but firmly to complaining parents. (d) She was ready to defend her position if questioned. (e) She was not afraid of being ridiculed. (f) She had faith in her ability to learn and to do things.

35. **Natural manner**—(a) She always acts in an unaffected way. (b) She has no put-on mannerisms. (c) They are not eccentric—do not adopt peculiarities of dress manner, of English, speech, etc. (d) She does not try to be something she is not. (e) She is natural—tries to be herself. (f) He was careful to dress and act in the usual normal manner. (g) He tried to avoid all eccentricities. (h) He knew that long whiskers on the principal would not do. (i) He tried to live in such a way that he would never be conspicuous.

36. **Adaptability**—(a) She accommodates herself easily to a new situation. (b) She is not irritated by new conditions. (c) She fits herself easily into the life of the community. (d) She can leave one kind of work for another and quickly grasp the salient feature of the new situation. (e) She can talk easily to prince or pauper.

37. **Approachableness**—(a) Pupils are not afraid to ask her questions. If they have questions to ask, they know she will answer them. (b) She does not have a cold forbidding expression on her face. (c) She does not snub children but encourages them to come to her. (d) She smiles in a friendly way. (e) She is always ready to talk to pupils or patron. (f) She is easily interested in another's problems.

38. **Idealism**—(a) She presents to her pupils the highest ideals. (b) She governs her life by commendable ideals. (c) When you go into her classes you will find her

teaching and exemplifying citizenship in all her work. (d) She has high ideals of work and achievement. (e) She knows what values should be gained through her subject. (f) She expects pupils to do the maximum amount of work and holds them to it. (g) She has well-formulated convictions.

39. **Religious attitude**—(a) She has faith in God. She is not agnostic. (b) I do not mean she must belong to a church. (c) She takes every opportunity to impress upon children the worthwhileness of Christian service. (d) She believes in using the Bible as authority whenever possible. (e) She attends church service regularly and takes part in its work.

40. **Optimism**—(a) She thinks this is the best class she ever had. (b) She thinks pupils today are as good or better than formerly. (c) She believes the school is doing good work. (d) She has faith in others. (e) She thinks society is getting better. (f) She believes boys and girls are not bad and have great possibilities for good.

41. **No oversensitive attitude**—(a) She does not make personalities out of things not meant to be personal. (b) She doesn't take each of my remarks as being meant for her. (c) Some teachers think every regulation is meant to curtail their liberty. (d) If she wants to get off early and I explain that it cannot be done she does not take it as a personal affront. (e) If pupils are laughing and talking in the halls she does not take it as being disrespect for her authority or that they are talking about her.

42. **Unselfishness**—(a) She gives freely of her time to pupils. (b) She is willing to give to pupils' funds. (c) She buys tickets to pupils' activities, and, if not able to attend, gives them to someone who otherwise would not be able to go. (d) She is not parsimonious. (e) She does not fight for the best room in the building. (f) She is not always seeking favors for herself and her classes. (g) She tries to see that others are happy and well provided for.

43. **Versatility**—(a) He was our high school principal and was very popular. He could sing, could make good talks, could handle athletics, and he wrote plays. (b) I like for my teachers to be able to do more than one thing. For example, if the manager of our school annual resigns, I want some other teachers who are able to take over his work. (c) He could do many things well. He could step into a difficult situation and with little apparent effort turn off an acceptable piece of work.

44. **Directness**—(a) He always came straight to the point and stated his views. (b) If he had a grievance at anyone he went to them for an explanation.

45. **Sportsmanship**—(a) She was a good sport outside school. She played tennis, attended all games, had school spirit, took part in yells, etc. (b) He is willing to take a chance on the other fellow's trustworthiness. (c) If she sees she has made a mistake she doesn't get "bullheaded" and hold straight on the same course. She acknowledges her mistake and rectifies it. (d) She is always the first one to help in an emergency and she doesn't like for people to know she is helping.

46. **Persistence**—(a) Some teachers have the "never say die" spirit. (b) If defeated on one tack, they try another. (c) If pupils fail to understand their explanation, they do not call the pupils dolts. They continue to bring up illustrative material until the point is grasped. (d) If he wanted a bit of equipment, he kept reminding me till he got it.

47. **Good memory**—(a) She remembers the names and faces of the people she meets. (b) She always knows just where a previous discussion was broken off. (c) She doesn't forget the time or place of appointments. (d) She never forgets teachers' meetings. (e) She doesn't forget things she has promised to do.

48. **Intelligence**—(a) She picks up the details of her work quickly. (b) When a new plan is presented in teachers' meeting she is the first to grasp it. (c) In study



clubs she is always among the leaders in the discussions. (d) She does not have glaring errors in her reports. (e) In our conferences I find she goes quickly to the crux of the problem. (f) We sometimes put on faculty stunts and in such cases I find that she learns her part quickly.

49. **Frankness**—(a) She speaks her mind clearly so that she will not be misunderstood. (b) She doesn't beat about the bush but comes out with a plain statement of what she wants. (c) If she is dissatisfied with her work or salary she says so. (d) If she thinks a play would be unsatisfactory for use in our high school, she says so. (e) If she disagrees with school policies she talks them over with the principal.

50. **Charity**—(a) She sees good in others. (b) She puts a good interpretation on the words and actions of others. (c) She donates to community funds. (d) She helps the poorer children in the schools. (e) She is inclined to give pupils another chance. (f) She calls on those who are ill. (g) She gladly accepts an apology from a pupil who has misbehaved. (h) She overlooks the sarcastic words of another. (i) She does not cut people without explanation. (j) She puts the interests and feeling of others first.

51. **Appreciativeness**—(a) My teachers appreciate what I do for them. If I take their side in a controversy with pupils or parents, they thank me. If I advise the board to pay them more, or give them time off to visit other schools, or if I arrange study classes for them, they remember the favor. (b) She remembers to say something good of the superintendent occasionally. (c) She remembers the good deeds of her pupils. (d) She thanks children and others for kindnesses. (e) She is willing to be of service when needed.

52. **Ambition** — (a) She wishes to be considered a good teacher. (b) She keeps her eyes on better positions and prepares for them. (c) She wants to be master of her subject. (d) She wants to keep abreast of educational policy. (e) She wants to be respected in the community. (f) She reads new books. (g) She wants to help in the state educational program. (h) She works out new methods.

5. **HOW THE TRAIT LIST SHOULD BE USED:**—It is believed that this list gives the teacher the best possible basis for self-improvement except, of course, in the matter of familiarity with the content of subjects taught. These desirable qualities can be developed by the individual. Psychology has shown us that tendencies toward undesirable forms of expression can be repressed or eliminated by consciously substituting for them more desirable forms of expression and holding ourselves to these latter forms until they have become habitual. For example, suppose a teacher has not felt herself to be in particularly good standing with the administration. An honest self-analysis with the aid of this list may show that she is not willing to assist in any investigations which the superintendent or principal wishes to make, but maintains instead a critical and unsympathetic attitude. She is lacking in cooperativeness. When she has realized this fact the road to one element of improvement is clear. She should fix in mind the characteristic actions of one who has this quality and concentrate on doing these things until they become habitual with her.

But the teacher should have an opportunity to become acquainted with this list before beginning to teach in order to prevent the development of tendencies toward undesirable forms of expression. He should know what traits are favorable to success and how they are evidenced in activities. This list should, therefore, be considered at some point in the training of every prospective high school teacher.



### CHAPTER III

#### THE ACTIVITIES OF TEACHERS

In Chapter I were recounted the steps by which the 499 activities of high school teachers were collected and checked through the cooperation of teachers in all parts of the state. It is the purpose of this chapter to present the results of this phase of the study.

1. CHECKING THE ACTIVITIES:—The check list as it was presented to the teachers had five check columns headed by the letters, D, H, E, S, and J representing the words duty, hard, easy, school, and job respectively. This arrangement is shown in Exhibit C which is an excerpt from the list.

#### EXHIBIT C

##### CHECK LIST FOR TEACHER ACTIVITIES

| Activities                                     | D | H | E | S | J |
|------------------------------------------------|---|---|---|---|---|
| 1. Look up reference material.....             |   |   |   |   |   |
| 2. Make outline for use of class .....         |   |   |   |   |   |
| 3. Card index available material.....          |   |   |   |   |   |
| 4. Write lesson plans.....                     |   |   |   |   |   |
| 5. Make syllabus of course.....                |   |   |   |   |   |
| 6. Arrange material in sequence.....           |   |   |   |   |   |
| 7. Make list of books for outside reading..... |   |   |   |   |   |
| 8. Read books on the report list.....          |   |   |   |   |   |
| 9. Prepare project plans.....                  |   |   |   |   |   |
| 10. Place reference material on reserve.....   |   |   |   |   |   |
| 11. Prepare examination questions.....         |   |   |   |   |   |
| 12. Find illustrative material—maps, etc.....  |   |   |   |   |   |
| 13. Put assignments on bulletin board.....     |   |   |   |   |   |

One of the things we wished to know concerning each of the activities was the frequency of performance by the teachers in each of the groups studied. The teachers were, therefore, asked to place a check mark in column D after each activity that they ever carried on. It was expected that a study of these checks would indicate rather clearly which activities on the one hand constitute the major part of the teacher's work and which on the other hand are performed so seldom as to be relatively unimportant.

But simply to know what things teachers do is not sufficient. Some of these things we know are relatively very easy to perform while others are difficult for even the experienced teacher. The teachers were, therefore, asked to use Columns H and E as follows. For each item checked in Column D the teacher was asked to place a check in Column H or Column E to indicate whether, in her judgment, the activity was hard or easy to learn to perform successfully.

Still another question, however, needs to be answered concerning these activities; namely, should they be learned while in school or on the job. The teachers who checked this list, therefore, were asked to indicate their answers to this question by placing checks in Columns S and J. If, in their opinion, the duty were one the teacher should learn while in school, they were to place the check in Column S. If it need not



be learned in school, they were to place the check in Column J. As in the case of the relative difficulty of learning to do any certain thing they were to consider only those items they had checked in Column D. If they checked in any of the other four columns a duty they had not checked in Column D, their checks were disregarded since their judgment was sought on those duties only with which they had had experience.

A total of 450 lists were sent out and of these 265 or 59 per cent, were returned. There were a few of these, however, that were incompletely checked or which for other reasons could not be used. When these were discarded there were left 250 on which to base the study. The 250 check lists used in the study are divided among the groups as follows:

|                |    |          |    |
|----------------|----|----------|----|
| English        | 74 | Science  | 36 |
| Mathematics    | 43 | Language | 26 |
| Social Science | 45 | Mixed    | 26 |

Master sheets were prepared for each of the six groups named with space for checking the judgments of the teachers on each of the 499 items on the list. As the questionnaires were received each was placed in the group to which it belonged and its data were placed on the appropriate master sheet. Finally the data on these six master sheets were combined to show the desired information for the entire group of teachers.

2. RANKING THE ACTIVITIES:—It has been pointed out above that we wished to know how many members of the entire group performed each of the items listed. It is assumed that the item which is checked by the largest number of teachers is of most importance in the training of young teachers because there is a greater probability of the teacher being called upon to perform this activity than one mentioned a smaller number of times. This is not to be taken as a measure of the relative importance of these activities in the work of the teacher for, obviously, some activities of great importance are performed very infrequently. For example, the items, "Give standard tests", "Graph progress of pupils", and "Be director of playground activities" stand 336th, 346th, and 401st respectively while such relatively simple things as "Return examination papers", "Check class roll", and "Change seat of unruly pupil" stand 3rd, 6th, and 38th. It is not to be supposed that the latter group is more significant than the first but it does mean that these activities are performed more frequently than the others.

The result of this ranking is shown in Table IV of the complete manuscript which is on file in the library of the University of Missouri. Appendix A is a portion of this table and is included here for illustrative purposes. The table shows that the items, "Grade pupils" and "Discuss quiz papers with class", head the list because each was checked by each of the 250 teachers as shown in Column 3. The items, "Return examination papers" and "Ask questions", are tied for third place because each was checked by 249 teachers. The other items follow in the order determined by the number of teachers checking each. Those items that were checked by only one teacher appear at the end of the list. The rank of each item is shown in Column 2. Items 1 and 2 each have a rank of 1 because each was checked by all of the teachers. Items 3 and 4 are given the same rank because each was checked by the same number of teachers, 249. They are each given the rank of 3 because they are tied for third place. The four items mentioned occupy the first four places. Therefore, Item 5 which has the next highest number of checks, 244, stands in fifth place and has a rank of 5. The rank of each of the other items is determined in the same way. The rank of each item for each of the groups studied determined on the same basis is shown in Columns 12 to 17 inclusive.

3. THE DIFFICULTY OF ACTIVITIES:—The opinions of experienced teachers concerning the ease or difficulty of learning to perform successfully the several items of the list are indicated in Columns 4 and 5. One hundred sixty-eight said Item 1 was hard to learn to perform successfully while 74 said it was easy. It will be noted that the sum of these two numbers is 242 or 8 less than the number that checked this item under D. This results from the fact that not all teachers marked the lists completely. Several, for example, checked only Column D for some items. There are only a few cases, therefore, in which the sum of H and E or of S and J equals D.

We need a simple expression for the relationship between H or E and the sum of the two. Such an expression is found in the percentage of the total vote cast which either receives. In this case we are interested in the difficulty of each item. We will, therefore, use the ratio, H divided by H plus E, which gives the percentage of all teachers who think the item in question is hard to learn to perform successfully. Charters has suggested that this may be called the index of difficulty. In the case of Item 1 this becomes 168 divided by 168 plus 74, or 69.4. It was not thought necessary to know the absolute difficulty of each item since this information was to be used only to determine the order in which items should be considered. The relative difficulty is sufficient for this purpose. It was thought, therefore, that the construction of an accurate scale as, for example, the P. E. scale, would add nothing to the value of the results. To simplify the making of the table an index is used which indicates the quartile position of each item. Those items for which the percentage value of H divided by H plus E is 75 or more are placed in the first quartile, those for which the value of this ratio is 50 or more but less than 75 fall in the second quartile, etc. Thus, Item 1 for which this value is 69 falls in the second quartile, Item 2 in the fourth, Item 39 in the first, etc. These approximate indices will be found in Column 8.

By developing skill in the performance of the items that stand in the first and second quartiles a teacher may prepare herself to meet successfully the situations that cause most difficulty and supervisors in the same way can be prepared to give assistance to their teachers when they face the problems presented by these activities.

4. WHERE SHOULD SKILL BE ACQUIRED?—Columns 6 and 7 furnish the data by which this question is to be answered. One hundred five teachers said that skill in grading pupils should be gained in school while 122 said it should be gained while teaching. The ratio, S divided by S plus J, the same formula used above when difficulty was being considered, puts this item in the third quartile of items that should be learned in school as shown in Column 9. Item 2 falls in the fourth quartile, Item 4 in the second, Item 24 in the first, etc. The significance of this quartile placement is readily apparent. It is the judgment of 50 per cent or more of experienced teachers that those items that stand in the first and second quartiles should form a definite part of the teacher's equipment before she enters upon her work, that is, that skill in performing them should be acquired while in training.

The treatments referred to above have furnished a basis for the grouping of the 499 teacher activities. It is possible now to proceed with the organization of a teacher-training course of study.





## CHAPTER IV

## SUGGESTIONS FOR THE TEACHER-TRAINING CURRICULUM

1. THE PLACE OF ACTIVITIES IN TEACHER TRAINING:—One of the things that the writer had definitely in mind when this study was begun was the determination of the material that should be included in the training of prospective high school teachers. We have an indication of what part of this material should be in Table IV which gives us a cross section view of what the secondary teacher of academic subjects actually is doing. It has already been shown that, according to many prominent educational leaders, this constitutes the logical basis for this training program. While, in common with cross sections generally, this list does not give a complete picture of the situation, yet it is probable that the present list is sufficient for this purpose. No such list, however, no matter how complete, can furnish the material for the entire course. Charters<sup>8</sup> says that three things should be done in scientific curriculum making: (1) Determine the ideals of socially efficient individuals; (2) find the fundamental activities carried on by the group for whom the curriculum is being constructed; and (3) discover what important specific activities shall be taught. In the present study this order has not been followed. The fundamental activities of high school teachers have been determined first and are listed in Table IV. The next step, then, is the determination of the ideals of socially efficient individuals. For this study this group may be considered to include those individuals whose work has made them prominent as educational leaders and the assumption is made that whatever ideals they have concerning the work of the teacher will be expressed in their published works. It was decided, therefore, to examine some of these works in order to see what their ideals are concerning what should be discussed in teacher-training courses. In order to avoid the placing of undue emphasis on certain aspects of the problem, books dealing with only one phase of the problem were avoided. Instead, sixteen books were selected which, from their general nature, were thought to be suitable for use as textbooks in the training of high school teachers. These books were the most recent ones available and are, therefore, thought to be representative of present-day attitudes among educational leaders generally.

As a basis for the study of this material the classification employed was that used by the United States Bureau of Education<sup>26</sup> in its record of published educational literature. Each of the selected books was examined for discussion of the different items included in the classification referred to above each item being given one credit for each author by whom it was discussed regardless of the number of times it was mentioned by the author. As a result of this study of textbooks a few slight changes were made in the original classification which in its final form constitutes the basis for the organization of Table III. The order in which the various items and sub-items appear in this table is determined by the number of times they were discussed by the writers referred to above. Around these items are grouped the activities that high school teachers have been found to perform. It was found, quite naturally, that some of the activities could well be listed under two or more of the items of the classification scheme. Wherever this was thought advisable, the activity is followed by a numeral and a letter which indicates the other heading under which the activity has been placed.

It will be noted that under the various items of the classification the activities are further divided into four sections. Section 1 is made up of those activities that a majority of teachers think should be learned in the training school; Section 2, of those that the majority of teachers think are hard to learn to perform successfully;

Section 3, of those that do not fall in either of the first two sections but which are performed by fifty per cent or more of all teachers; and Section 4, of the remaining activities. The determination of these sections and their purpose will be discussed more fully below.

TABLE III

## Classification of Teacher Activities

## I. Educational Psychology

## Individual differences

4. Report to office pupils who need mental examination. Study reading rates of pupils (VI). Study pupils' power of memory (VI). Give intelligence tests (IIBa). Give achievement tests (IIBa). Section class on basis of intelligence (IIBa-IIBc). Study distribution of pupils in subjects and by classes (IIBc-IX). Divide classes into fast, medium, and slow sections (IIBc-IX). Set up goals of attainment in subjects taught (III). Study time given by pupils to assignments and character of work (VI).

## II. ADMINISTRATION

## A. Clerical duties

## a. Pupil attendance

1. Trace absent pupils. O. K. excuses for absences and tardies. Compile report on school attendance.
2. Trace possible forgeries of excuses.
3. Check study hall attendance. Check class roll. Report absentees or tardies to principal. Keep attendance record.

## b. Records and reports

1. Score achievement or other tests. Tabulate results of tests.
2. Take school census. Revise census data.
3. Make out report cards for own pupils. Make out weekly, monthly, or final standing of pupils. Make out other reports.
4. Tabulate grades given by teachers. Make out pupils' records. Make out reports to county clerk, superintendent, etc. Make out honor roll. Assign locker numbers. Keep financial record for school. Compile census report. Inventory library, laboratory or other equipment.

## c. General

4. Send material to office to be mimeographed. Post own daily program. Give excuse slips. Give entrance permits. Ring bell for classes. Send pupils on errands. Lock and unlock room, laboratory cases, etc. Keep accession book for library. Help catalog library books. Repair books. File correspondence. Mimeograph material for class use. Clean erasers. Post schedules, announcements, etc. on bulletin board.

## B. Professional duties

## a. Tests and measures

4. Compare achievement of pupils with norms (XVIIIB). Give intelligence tests. Give achievement tests. Select tests to be given. Section classes on basis of intelligence (IIBc).

- b. Marks and marking
  - 1. Follow system in distribution of grades.
  - 2. Help select marking system for school.
- c. Classification and promotion
  - 1. Section class on basis of intelligence (IIBa).
  - 2. Study distribution of pupils in subjects and by classes (IIBg).
  - 3. Divide classes into fast, medium, and slow sections (IA-IX).
- d. Dean of girls
  - 1. Be dean of girls (XX).
- e. Program of study
  - 2. Help decide on courses to be offered.
- f. Schedule making
  - 1. Arrange schedule for final examinations, etc.
  - 2. Change meeting places of classes.
  - 3. Arrange rotating periods for school activities.
  - 4. Help make daily schedule. Select meeting place for class not provided for in schedule.
- g. General
  - 1. Arrange salary schedule (XIIB). Investigate conditions in teacher tenure.
  - 2. Look up prospective students. Be Dean of Boys (XX).
  - 3. Notify parents of unsatisfactory work of pupil. Keep order in halls.
  - 4. Work out advance enrollment scheme. Decide when to dismiss classes. Order supplies (library, laboratory, etc.). Order changes in room. Assist in classifying pupils. Watch lines in passing. Lead pupils in fire drill. Assist in the enrollment of pupils (registration). Give directions to janitor concerning his work. Commend janitors for good work. Report neglect of janitors. Notify parents of pupils who should be in school. Invite prominent local or other people to address the assembly. Consult school board about arranging unusual activities. Meet visitors and introduce them to faculty. Have charge of lunch room. Inspect building, toilets, etc. Make announcements in assembly. Change programs for pupils. Give permission to post notices. Study traditions and precedents of school. Maintain traditions and precedents of school. Present medals, scholarships, etc. Study distribution of pupils in subjects and by classes (IIBc). Investigate living costs (XIIB). Investigate existing salary schedules (XIIB). Investigate salary levels in other cities (VII B). Help devise pension plan (VIIE).

### III. AIMS AND OBJECTIVES

- 1. Set up goals for attainment in subjects taught.
- 2. Stimulate pupils to self-expression. Train pupils to respect the opinions of others: Train pupils to receive criticism graciously. Train pupils to offer suggestions tactfully. Train pupils to work together cooperatively. Train pupils to share responsibilities willingly. Train pupils to conform to conventions thoughtfully. Train pupils to converse with others effectively.
- 3. Train pupils to sacrifice personal desires readily.



## IV. INSTRUCTION

- A. Lesson plans
  - 1. Write lesson plans.
- B. The project method
  - 1. Prepare project plans.
  - 2. Assign project work.
- C. Questioning
  - 1. Ask questions.
  - 2. Answer questions.
- D. Drill
  - 1. Give time to drill on essentials.
  - 2. Give new problems to test power.
- E. Assignment
  - 1. Assign notebook work. Assign project work (4B).
  - 2. Assign new material to be studied. Assign figures to be constructed. Assign map work. Show pupils how to make and letter drawings (6).
  - 3. Make assignment. Put assignments, or other material on bulletin board. Assign reference material. Assign special reports. Assign oral compositions. Assign themes to be written. Assign readings in historical novels, newspapers, etc. Advise pupils of work due on certain date. Assign make-up work. Dictate material for notebooks. Give pupils questions for review. Raise questions that the new assignment will answer (4K-6). Discuss lesson informally with class. Develop outline of discussion with class (6).
- F. Review lesson
  - 1. Review related material from other courses.
  - 2. Review all work connected with day's discussion.
  - 3. Review work of previous day. Review all work at end of month. Frequently review all work covered.
- G. Illustration and demonstration
  - 1. Perform experiments for class.
  - 2. Arrange field trips for classes. Conduct field trips.
  - 3. Place drawings on the board for class demonstration. Set up apparatus, get maps, etc. for class use. Put away maps or other equipment.
- H. Motivation
  - 1. Look up material for comparison. Dramatize subject matter. Graph progress of pupils (18B). Provide methods by which pupils may measure progress.
  - 2. Have pupils keep a record of their progress toward goals.
  - 3. Find illustrative pictures, maps, etc. Clip current material for bulletin board. Raise questions that the new assignment will answer (6). Explain importance of rewriting poor papers. Connect work with home or other practical situation. Discuss with class the evils of incomplete learning.
  - 4. Have talks by local citizens or others.
- I. Telling or lecture method
  - 1. Lecture to class.

2. Check character of pupils' responses.
3. Comment on pupils' responses.

J. Topical method

1. Hear topical recitations.

K. Taking notes

1. Show pupils how to outline lessons, lectures, etc. (6).
2. Correct notebooks.
3. Require pupils to keep notebooks. Read notebooks. Return notebooks.

L. Visual instruction

1. Arrange for films or slides for school use.
2. Buy picture machine or other visual education equipment.

M. General and preparatory

1. Look up reference material. Make outline for use of class. Card index available material. Make syllabus of course. Arrange material in sequence. Make list of books for outside reading. Read books on the report list. Give hygiene talks to class (10-18D). Prepare project plans.
2. Assist pupils who have been absent to make up back work.
3. Prepare material for oral or written compositions. Place reference material on reserve. Put on board material to be copied by class. Check amount of reference material read. Grade papers (other than quizzes) handed in by class. Discuss written work other than quizzes. Have poor papers rewritten. Read papers that have been rewritten. Have book reports. Read announcements from office. Help pupils with lessons. Consult with parents (12). Warn pupils of unsatisfactory work. Remove or have removed noises or other disturbances. Keep good books on courses taught in classroom. Grade pupils on daily response. Keep study hall.
4. Give private lessons. Teach night classes (8E). Conduct summer classes. Keep "home" room.

V. Curriculum

2. Decide on content of courses. Make occupational survey of community.

VI. Directed Study

1. Show pupils how to keep notebooks. Show pupils how to make and letter drawings (IVE) Teach pupils how to study. Teach pupils how to use text. Show pupils how to use dictionary, encyclopedia, etc. Show pupils how to use card catalog. Show pupils how to get books at loan desk. Teach pupils Dewey or other system used for classifying books. Show pupils how to open new books. Conduct supervised study period. Show pupils how to file material. Drill pupils on finding material that has been filed. Train pupils in inductive and deductive reasoning. Teach pupils to consider relative values. Teach pupils how to memorize. Study pupils' rate of reading (XVIIA). Train pupils to look for causal relationships. Train pupils to make comparisons and contrasts.
2. Require pupils to give reasons for statements made. Determine and analyze pupils' difficulties (XVIIA). Get reports

from parents on home study. Train pupils to discover problems for themselves.

3. Explain advance work. Assist pupils to start studying the assignment. Point out significant elements in the new material. Raise questions that the new assignment will answer (IVH). Consult pupils concerning notebooks. Study time given by pupils to assignment and character of work. Have pupils determine truth of statements read.
4. Show pupils how to outline lessons, lectures, etc. (IVK). Send class assignment to study hall teacher for checking pupils' work. Develop outline for discussion with class (IVE). Study pupils' power of memory (XVIIA). Encourage pupils to have own library.

## VII. THE TEACHER

### A. Improvement

1. Attend night school. Carry on experimental work.
2. Take correspondence work. Fill out personal rating sheet.
3. Attend teachers' meetings (IIA). Attend summer school. Subscribe for professional journals. Read professional books. Visit other schools. Read daily newspapers. Attend non-professional meetings to get broad outlook.
4. Enroll for part time work. Review professional books. Buy latest professional books. Visit other teachers' classes (11D-15). Read references on problems that arise. Study community problems. Discuss topics of general interest with people of community.

### B. Salary

1. Arrange salary schedule (IIBg).
2. Investigate living costs (IIBg). Investigate existing salary schedules (IIBg). Investigate salary levels elsewhere (IIBg). Keep personal accounting system.

### C. Social activities

3. Seek acquaintances in community

### D. Tenure

1. Investigate conditions in teacher tenure (IIBg).

### E. Pensions

1. Help devise pension plan (IIBg). Contribute to pension fund.

## VIII. THE DEVELOPMENT OF SECONDARY EDUCATION

### A. Extension of secondary education

2. Teach extension work. Teach night classes (IVM).

## IX. MANAGEMENT

3. Adjust shades for proper lighting. Adjust windows for ventilation. Place drawings on board for class use. Set up apparatus, get maps, etc. for class use. Erase blackboards. Put desk in order. See that furniture is not marred. Air room between classes. Make seating chart for class. Require admission slips from office after pupil has been absent from class. Give work to pupils at seats while others are at board. Have a bulletin board. Have pupils tidy up room. Change seats of pupils who cannot see or hear well. Place chalk in trays. Put



away maps or other equipment. Have place for each item of equipment. See that chairs are properly placed each day. See that wastepaper basket is provided.

4. Provide books for pupils to read when not busy with lessons. Refuse admittance to class after last bell. Assign seats to members of class. Pass out mimeographed material. Require pupils to pass from room in certain order. Observe lines in passing. Divide class into fast, medium, and slow sections (IA-II Bc). Assign class numbers to class. Select pictures for classroom. Require each pupil to keep his desk neat. Read thermometer at regular intervals. Section classes for board work. Have bulletin board committee. Assign pupils places at board.

#### X. PHYSICAL EDUCATION

1. Give "setting-up" exercises (XVII C). Teach pupils proper recreation to take at home (XVII C).
4. Assist school nurse (XVII C). Assist in preparation of hot lunch (XVII C). Be director of playground activities (XVII C). Report pupils who need medical examination to office (XVII C). Observe pupils for symptoms of disease (XVII C). Give hygiene talks to classes (IVM-XVII C).

#### XI. PROFESSIONAL RELATIONSHIPS

##### A. With the profession

2. Address teachers' meetings. Answer questionnaires. Collect information (I. Q's., age grade statistics, etc.) for outside agencies. Serve on committee to revise course of study.
3. Maintain professional standing of teaching (XIII).
4. Attend teachers' meetings (VII A). Be officer of teachers' association. Help select reading circle books. Act as member of text book commission. Furnish information to co-workers concerning pupils, work of school, etc. Assist in conducting teachers examinations. Supervise examinations in correspondence work.

##### B. With pupils, patrons, and public

1. Sponsor for public library. Manage lyceum course.
2. Prepare talks for special occasions. Judge at fair.
3. Advise officers of clubs, classes, etc. Advise pupils about college courses (XX). Advise pupils about subject of specialization (XX). Advise pupils about college entrance requirements (XX). Advise pupils about proper conduct at games, etc. Attend P. T. A. meetings. Talk to insurance men. Take active part in church activities. Contribute to drives. Support lyceum or chautauqua course. Support Red Cross or other relief work.
4. Advise P. T. A. or other community organizations or their committees. Have office hour. Act as pupil adviser. Talk to grade pupils about high school courses (XX). Advise pupils and others about what books to buy. Advise pupils and others about how to write letters. Advise girls about suitable clothing. Help classes or clubs to pick school or other gift. Point out to

parents the reasons for studying various courses. Call parents with regard to pupils. Take part in other community activities. Address Commercial Club, P. T. A., etc. Serve on school or community committees. Member of Commercial Club. Member of P. T. A. Member other community organizations. Member of committee to direct Red Cross or other relief work. Write recommendations for pupils. Call on parents of pupils. Study social habits of pupils and parents.

C. With publishers

1. Write book reviews for professional journals.
2. Write articles for professional journals or newspapers.
3. Discuss books with representatives of book companies.

D. With the staff

1. Make application for position.
2. Advise board of education or one of its committees. Lead faculty meetings in study of special topics.
3. Suggest purchase of equipment. Suggest adoption of new texts. Suggest new books for library. Cooperate with principal and other members of staff.
4. Advise other teachers. Make suggestions to principal. Make suggestions to superintendent. Suggest change of policy. Suggest change in rules. Visit classes of other teachers (VII A-XV). Confer with other teachers concerning work (XV). Suggest change in methods (XV). Suggest different or additional material (XV). Interview superintendent or board in interest of application.

E. General

3. Sign contract. File health certificate.

## XII. DISCIPLINE

2. Decide what disciplinary measures to use. Administer own disciplinary measures. Have class decide on disciplinary measures.
3. Have charge of after-school group. Solve own disciplinary problem. Report disciplinary cases to principal for punishment. Change seat of unruly pupil. Discuss with principal the disposition of disciplinary case. Send unruly pupils from room. Have conference with unruly pupil. Discuss the problem pupil with parents.
4. Consult with parent (IV M). Assign additional work to unruly pupils. Forbid unruly pupil to come to class. Discuss "The unruly pupil" with class. Refuse admittance to class after last bell (IX).

## XIII. ETHICS

3. Maintain professional standing of teaching (XIA). Keep contract.

## XIV. EXAMINATIONS

2. Grade examination papers. Give short quiz at beginning of period on work of previous day.
3. Prepare examination questions. Select type of examination to be used. Give examinations on work covered. Collect ex-

amination papers. Have pupils grade own papers. Return examination papers. Discuss quiz papers with class. Read samples of written work to class.

4. Have pupils prepare examination questions.

#### XV. SUPERVISION

1. Grade lesson plans.
2. Suggest changes in methods (XI D). Check quantity and quality of teacher's work. Substitute for teacher.
3. Consult with principal to get help. Consult with superintendent to get help.
4. Plan form for book reports. Plan study card for pupils' use. Help pupils make out study cards. Visit classes of other teachers (XI D-XII A). Confer with other teachers concerning work (XI D). Suggest different or additional material (XI D). Check grade cards before they go to parents. Rate teachers. Report good work of teacher to principal. Receive lesson plans from teachers. Read lesson plans. Discuss lesson plans with teachers. Have conference with teacher or group of teachers. Teach demonstration lesson.

#### XVI. EXTRA-CURRICULUM ACTIVITIES

##### A. Student government

1. Be faculty representative on student council.
2. Organize student council.

##### B. Clubs and classes.

1. Select music for glee clubs, etc. Train glee clubs, orchestra, etc. Arrange musical programs. Coach debating team. Coach dramatics. Train contestants for oratorical contest. Draft or approve constitutions for clubs, classes, etc. Act as toastmaster. Prepare or criticize briefs for debates.
2. Arrange programs for school functions, clubs, etc. See that class or club funds are used discreetly. Prepare budget for class or other organization. Promote saving and thrift campaigns. Plan class banquet. Coach toastmaster.
3. Act as class sponsor. Help class to organize. Advise officers of clubs, classes, etc.
4. Be sponsor for Latin, sewing or other club. Schedule committee meetings. Audit account for class or other school organization. Assist in organizing honor society. Serve on advisory council for organizations.

##### C. Athletics

1. Coach a team in athletics. Referee athletic contests. Arrange elimination schedule for track, or other tournament.
2. Accompany team on trips. Buy athletic goods. Schedule athletic contests. Keep score at games. Be time-keeper. Look after contestants who become ill or are injured. Compose yells for school, clubs, or classes. Train cheer leaders.

##### D. Publications

1. Make "dummy" for printer. Edit student handbook.
2. Edit school news. Make contract for advertising. Decide policy of school paper. Gather material for yearbook.



3. Write notices of school activities. Write school news for papers. Make contract for printing school publications. Set publication dates for paper. Set subscription rates for paper. Set advertising rates for publication. Appoint pupils to have charge of publications. Read proof for school publications. Distribute student handbook.
- E. School exhibits
  1. Give talks on exhibit.
  2. Sell pictures to pupils.
  3. Arrange art or other exhibit.
- F. Scouts and Camp Fire Girls
  1. Act as scoutmaster or executive.
  2. Act as guardian for Camp Fire Girls
- G. Plays, pageants, etc.
  1. Select class play. Coach play. Direct home talent plays. Construct or paint stage scenery.
  2. Pick cast for play. Hold try-outs. Direct carnival or fair.
  3. Arrange stage setting for plays, pageants, etc. Plan costumes for plays, etc. Attend rehearsals.
- H. Assemblies
  1. Have assembly singing.
  2. Have charge of assembly.
  3. Speak at assemblies.
- I. General
  1. Select music for school functions. Write advertisements of school affairs. Judge debates, oratorical contests, etc.
  2. Direct making of floats. Arrange point credit systems for extra-curricular activities. Devise plan to finance athletics, school paper, etc. Act as custodian of school property. Supervise work in essay contests.
  3. Attend school functions. Chaperon school functions. Hike or picnic with pupils.
  4. Supervise printing of tickets. Supervise sale of tickets. Select ushers, ticket takers, etc. Write up contests for papers. Make posters. Make schedule for musical or other programs. Schedule social function for the year. Plan school decorations. Have charge of refreshment stand at games. Show visitors over buildings, grounds, etc. Conduct "good speech" week or other special activity. Help in community entertainments. Work out honor system. Speak at pep meetings.

## XVII. THE PUPILS

- A. Failures and elimination
  2. Determine and analyze pupils' difficulties (VI). Give suggestions for removing difficulties (VI).
  3. Study reading rates of pupils (VI). Study pupils' power of memory (VI).
- B. Achievement
  1. Compare achievements of pupils with standards.
  2. Rank pupils. Grade pupils.
  3. Study time given to assignment and character of work.
  4. Check progress on individual problems.

## C. Health

1. Give "setting up" exercises (X). Teach pupils proper recreation to take at home (X).
2. Assist school nurse (X). Assist in preparation of hot lunch (X). Be director of playground activities (X). Report pupils who need medical examination to office (X). Observe pupils for symptoms of disease (X). Give hygiene talks to classes (IV M-X).

## XVIII. FINANCE AND COSTS

1. Prepare a budget.

## XIX. TEXTBOOKS

2. Select textbooks.

## XX. GUIDANCE

1. Be vocational adviser.
3. Advise pupils about college courses (XI B). Advise pupils about subject of specialization (XI B). Advise pupils about college entrance requirements (XI B).
4. Advise grade pupils about high school courses (XI B).

The review of available textbooks and the listing of teacher activities correspond to the first two steps in curriculum construction. The third step, however, is yet to be taken. It is readily apparent that the items within any one of these groups are not of equal importance. As indicated above, they have, therefore, been divided again into four sub-groups or sections which may be taken up in order of their appearance. The division into these sections was determined as follows.

2. THE S DIVIDED BY S PLUS J RELATIONSHIP:—It is not likely that any one method of selection applied to the above items would form an adequate basis for the desired division. The problem is too important to be decided upon the basis of one factor alone. In this study there seem to be three factors worthy of consideration. The first of these is the judgment of experienced teachers on the proper learning situation for each of the indicated activities. This would seem to be the most logical one to apply first because the teachers were thinking specifically of this question when they indicated their opinions in Columns S and J of the questionnaire. The judgment of experienced teachers on this question should not be considered lightly. They were well trained teachers (practically all were teaching in first class high schools) and they were in the midst of a practical situation. Their answers were dictated by their appreciation of the value of their own college preparation and by their understanding of the difficulties which are met by the inexperienced teacher.

It was this expression of their judgment that was used to determine the activities included in Section 1, under each of the items in Table III. Using the common custom of taking a majority as the criterion, each of the activities was included which stand in the first or second quartiles as shown in Column 9 of Table IV. That is, these are the items which fifty per cent or more of the teachers thought should be learned in school. A careful inspection shows that there are eighty-six such activities. In Table III they appear first under each of the items and sub-items of the classification. But we still have 413 activities among which there are probably many that should be considered in a teacher-training curriculum. A second factor, therefore, needs to be considered at this point. This factor is the index of difficulty.

3. THE H DIVIDED BY H PLUS E RELATIONSHIP:—It seems reasonable to assume that those activities which are judged by fifty per cent or more of experienced teachers to be hard to learn to perform successfully should be given careful attention in a

teacher-training curriculum in order that the teacher in training may have an opportunity to become familiar with them and make some preparation to meet them before going into the field. There are 102 such activities. They have been carefully selected and appear as Section 2 under the various items of Table III.

4. FREQUENCY OF PERFORMANCE:—But a third factor, frequency of performance, needs to be considered in the determination of curriculum content for teachers. Of the 499 items included in Table IV there are 141 that are performed by at least fifty per cent of all teachers reporting and that are not included in either of the two preceding categories. The fact that they are performed by at least one teacher out of every two marks them as being worthy of mention at least for the purpose of preparing the prospective teacher for what to expect since to be forewarned is to be forearmed. They are, therefore, included as Section 3 of Table III. Section 4 consists of the remaining 200 activities.

5. ACTIVITIES AND THE TRAINING PROGRAM:—It is not likely, however, that any one individual teaching any one specific course would find it desirable to attempt to consider all of the activities listed above. A clearer idea of the usefulness of the above organization to such an individual may be gained by considering these groups of activities in connection with the three basic courses in education recommended in the Report of the Committee on the Undergraduate Curriculum in Education to the Commission on Unit Courses and Curricula of the North Central Association<sup>24</sup>. These basic courses are educational psychology, methods of teaching, and principles of secondary education. It seems quite evident that the teacher of any one of these courses should at appropriate points in the course consider the activities of Table III that are related to the course being taught. A consideration of one of the courses will show how this may be done. The same methods may then be applied to the other two courses. The topics suggested by the committee as constituting the desirable content of the course in methods of teaching together with a designation of appropriate material from Table III are shown below.

## EXHIBIT D

### The Activities Related to a Basic Course

#### 1. Classroom management.

- Adjust shades for proper lighting
- Adjust windows for ventilation
- Place on board drawings for class use
- Set up apparatus, get maps, etc., for class use
- Erase blackboards
- Put desk in order
- See that furniture is not marred
- Air room between classes
- Make seating chart for class
- Require admission slips from office after a pupil has been absent from class
- Give work to pupils at seats while others are at the board
- Have a bulletin board
- Have pupils tidy up room
- Change seats of pupils who cannot see or hear well
- Place chalk in trays
- Put away maps or other equipment
- Have place for each item of equipment
- See that chairs are properly placed each day



Have waste paper basket provided  
 Provide books for pupils to read when not busy with lessons  
 Refuse admittance to class after last bell  
 Assign seats to members of class  
 Pass out mimeographed material  
 Require pupils to pass from room in certain order  
 Observe lines in passing  
 Divide class into fast, medium, and slow sections  
 Assign class numbers to members of class  
 Select pictures for classroom  
 Keep flowers in room  
 Require each pupil to keep his desk neat.  
 Read thermometer at regular intervals  
 Section classes for board work  
 Have bulletin board committee  
 Assign pupils places at board

2. The objectives of education considered from the standpoint of the teacher.
  - Set up goals for attainment in subjects taught
  - Stimulate pupils to self-expression
  - Train pupils to respect the opinions of others
  - Train pupils to receive criticism graciously
  - Train pupils to offer suggestions tactfully
  - Train pupils to work together cooperatively
  - Train pupils to share responsibilities willingly
  - Train pupils to conform to conventions thoughtfully
  - Train pupils to converse with others effectively
  - Train pupils to sacrifice personal desires readily
3. Motivation, i. e., the procedures to be employed by the teacher in stimulating pupils to engage in appropriate learning exercises.
  - Look up material for comparisons
  - Dramatize subject matter
  - Graph progress of pupils
  - Provide methods by which pupils may measure own progress
  - Have pupils keep a record of their progress toward goals
  - Find illustrative pictures, maps, etc.
  - Clip current material for bulletin board
  - Raise questions that the new assignment will answer
  - Explain the importance of rewriting poor papers
  - Connect work with home or other practical situation
  - Discuss with class the evils of incomplete learning.
  - Have talks by local citizens or others
4. Types of learning and their direction
  - A. Directing the recitation (assignment, plan of recitation, use of illustrations, projects)
    - Prepare project plans
    - Assign project work
    - Ask questions
    - Answer questions
    - Assign notebook work
    - Assign any new material to be studied
    - Assign figures to be constructed

Assign map work  
Show pupils how to make and letter drawings  
Put assignment or other material on bulletin board  
Assign reference material  
Assign readings in historical novels, newspapers, etc.  
Advise pupils of work due on certain date  
Assign make-up work  
Dictate material for notebooks  
Give pupils questions for review  
Develop outline of discussion with class  
Perform experiments for class  
Arrange field trips for class  
Conduct field trips  
Place drawings on the board for class demonstrations  
Set up apparatus, get maps, etc. for class use  
Put away maps or other equipment  
Look up reference material  
Make outline for use of class  
Card index available material  
Make syllabus of course  
Arrange material in sequence  
Make list of books for outside reading  
Read books on the report list  
Assist pupils who have been absent to make up back work  
Check amount of reference material read  
Grade papers  
Have poor papers rewritten  
Read announcements from office  
Help pupils with lessons  
Warn pupils of unsatisfactory work  
Grade pupils on daily response  
Keep study hall  
Teach night classes  
Keep "home" room

B. Directing learning outside of recitation period (supervised study)

Show pupils how to keep notebooks  
Show pupils how to make and letter drawings  
Teach pupils how to study  
Teach pupils how to use the text  
Show pupils how to use dictionary, encyclopedia, etc.  
Show pupils how to use card catalog  
Show pupils how to get books at loan desk  
Teach pupils Dewey or other system of classification  
Show pupils how to open a new book  
Conduct supervised study period  
Show pupils how to file material  
Drill pupils on finding material that has been filed  
Teach pupils to consider relative values  
Study pupils' rates of reading  
Train pupils to look for causal relationships  
Train pupils to make comparisons and contrasts

- Determine and analyze pupils' difficulties
- Give suggestions for removing difficulties
- Get reports from parents on home study
- Train pupils to discover problems for themselves
- Explain advanced work
- Assist pupils to start studying the assignment
- Raise questions that the new assignment will answer
- Have pupils determine the truth of statements read
- Show pupils how to outline lessons, lectures, etc.
- Send class assignment to study hall teacher for checking pupils' work
- Develop outline of discussion with class
- Study pupils' power of memory
- Encourage pupils to have own library

#### 5. Planning of lessons

- Write lesson plans
- Prepare project plans
- Review related material from other courses
- Arrange field trips for classes
- Look up materials for comparison
- Graph progress of pupils
- Provide methods by which pupils may measure their progress
- Have pupils keep a record of their progress
- Find illustrative pictures, maps, etc.
- Clip current material for bulletin board
- Arrange for talks by local citizens or others
- Prepare questions that the new assignment will answer
- Show pupils how to outline lessons, lectures, etc.
- Require pupils to keep notebooks
- Read notebooks
- Arrange for films or slides for class use
- Buy picture machine or other visual education equipment
- Look up reference material
- Make outline for use of class
- Card index available material
- Make syllabus of course
- Make a list of books for outside reading
- Read books on report list
- Prepare material for oral or written compositions
- Place reference material on reserve
- Put on board material to be copied by class
- Keep good books on courses taught in classroom

#### 6. Measuring the results of teaching (written examinations, standardized tests, and school marks)

- Prepare examination questions
- Select type of examination to be given
- Collect examination papers
- Grade examination papers
- Discuss quiz papers with class
- Read samples of written work to class
- Have pupils prepare examination questions



- Study reading notes of pupils
- Compare achievements of pupils with norms
- Rank pupils
- Check progress on individual problems
- Give intelligence tests
- Select tests to be given
- Give achievement tests
- Section classes on basis of intelligence
- Follow system in distribution of grades
- Help select marking system for school
- Study distribution of pupils in subjects and by classes
- Divide class into fast, medium, and slow sections

7. The nature and use of textbooks

- Select textbooks

8. Providing for individual differences (this does not include, except possibly for incidental mention, providing for individual differences through the organization of the school)

- Study reading rates of pupils
- Study pupils' power of memory
- Report to office pupils who need mental examination
- Give intelligence tests
- Give achievement tests
- Section class on basis of intelligence
- Study distribution of pupils in subjects and classes
- Divide class into fast, medium, and slow sections
- Set up goals of attainment in subjects taught
- Measure progress of pupils toward goals
- Study time given by pupils to studying the assignment and character of work

It should be emphasized that within the groups of activities suggested for consideration in connection with the various topics those activities should be taught first that in Table III are found in Section 1, then those in Section 2, etc.

A course of study so arranged would be pedagogically correct for it would be based upon the known activities of the learner and it would have its subject matter arranged in order of importance to him. The student could, therefore, drop the course at any time or the course could be discontinued at any point with the assurance that all of the most important items had been considered up to that point and that each of the things that had been done were in themselves worth while.

In general, it is believed that Table III furnishes the most desirable basis upon which to select the materials which should compose the course of study for any given subject for the training of high school teachers. The one making such a course of study has the advantage of knowing not only what high school teachers of academic subjects are doing but he knows, as well, the consensus of opinion among educational leaders generally concerning the general items that should be included in their training and he has a method of determining just what materials he probably should include.

## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

There are three divisions of this study: the study of teacher traits, the study of teacher activities, and a suggested course of study for high school teachers.

1. **TRAITS OF THE TEACHER:**—The data for the study of teacher traits were obtained through personal interviews with individuals actually at work in the public high schools of Missouri. Fifty-two traits were found to be characteristics of the successful high school teacher of academic subjects. In order to make these traits objective each has been defined in terms of trait-actions. These trait-actions were obtained from a study of the interview material.

2. **ACTIVITIES OF THE TEACHER:**—The technique of job analysis was used in obtaining the list of 499 activities performed by the high school teachers of Missouri. After being arranged in convenient form they were checked by 250 teachers representing all parts of the State. In addition to indicating the activities which they performed as part of their work they indicated for each item performed whether, in their judgment, it is hard or easy to learn to do successfully and whether it should be learned in school or on the job. One hundred ninety-one activities were found to constitute part of the work of fifty per cent or more of those reporting. One hundred two activities were designated by fifty per cent or more of these teachers as being hard to learn to perform successfully and it was the opinion of a similar number that skill in performing eighty-six of the activities should be acquired in the training school.

3. **THE COURSE OF STUDY:**—Sixteen recent books used in the training of high school teachers were examined in order to determine the major topics that should be discussed in a teacher training program. The 499 teacher activities were grouped around those major topics. Within these groups the activities were divided into subgroups on the basis of teachers' judgment and the frequency of performance. Finally some suggestions were made concerning the use that might be made of these activities in connection with the course in methods of teaching.

4. **RECOMMENDATIONS FOR FURTHER STUDIES:**—A. It is probable that the activities of teachers of non-academic subjects in high school are more highly specialized than those of the teachers of academic subjects. These activities, then, should be made the subject of a special investigation.

B. The same thing is true of teaching in the junior high school. Because of the great expansion of the program of study for this new unit of our educational organization and because of the special needs of adolescent pupils the junior high school demands special preparation on the part of the teacher and requires a teaching technique entirely different from that of either the senior high school or the elementary school. The junior high school, therefore, offers an especially attractive field for a study of this type.

C. The activities involved in the work of the first six grades should be likewise enumerated and those peculiar to each grade carefully designated.

D. Finally, no such study could be complete for all time. Educational practice is progressing so rapidly that it may almost be said that each day brings new duties to the teacher. This means that such studies must be remade from time to time so that additions to the work of the teacher may be included.

TABLE IV.—RANK AND DISTRIBUTION OF 499 ACTIVITIES ACCORDING TO THE JUDGMENT OF TEACHERS

| No. | Activities<br>I                                                        | Rank<br>2 | Frequency |     |     |     |     | H   |     | S   | N | Rank for all and by groups |   |   |    |    |   |    |  |
|-----|------------------------------------------------------------------------|-----------|-----------|-----|-----|-----|-----|-----|-----|-----|---|----------------------------|---|---|----|----|---|----|--|
|     |                                                                        |           | D         | H   | E   | S   | J   | H+E | S+J |     |   | A                          | E | M | SS | Sc | L | Md |  |
| 1   | Grade pupils.....                                                      | 1         | 250       | 168 | 74  | 105 | 122 | 2   | 3   | 100 | 1 | 1                          | 2 | 2 | 3  | 1  | 2 |    |  |
| 2   | Discuss quiz papers with class.....                                    | 1         | 250       | 17  | 212 | 56  | 176 | 4   | 4   | 100 | 1 | 1                          | 2 | 2 | 2  | 1  | 2 |    |  |
| 3   | Return examination papers.....                                         | 3         | 249       | 23  | 207 | 28  | 187 | 4   | 4   | 100 | 1 | 1                          | 2 | 2 | 2  | 1  | 2 |    |  |
| 4   | Ask questions.....                                                     | 3         | 249       | 46  | 191 | 118 | 41  | 4   | 2   | 100 | 1 | 3                          | 2 | 2 | 1  | 1  | 1 |    |  |
| 5   | Grade examination papers.....                                          | 5         | 244       | 125 | 87  | 65  | 154 | 2   | 3   | 98  | 1 | 1                          | 2 | 3 | 1  | 1  | 2 |    |  |
| 6   | Check class roll (mark attendance).....                                | 6         | 242       | 16  | 207 | 20  | 198 | 4   | 4   | 97  | 1 | 3                          | 3 | 2 | 2  | 1  | 2 |    |  |
| 7   | Grade papers other than examination.....                               | 7         | 240       | 76  | 146 | 59  | 156 | 3   | 3   | 96  | 1 | 1                          | 3 | 3 | 1  | 1  | 3 |    |  |
| 8   | Collect examination papers.....                                        | 8         | 239       | 16  | 208 | 38  | 172 | 4   | 4   | 96  | 1 | 3                          | 1 | 2 | 1  | 1  | 2 |    |  |
| 9   | Review work of previous day.....                                       | 8         | 239       | 32  | 200 | 88  | 136 | 4   | 3   | 96  | 1 | 3                          | 2 | 2 | 2  | 1  | 2 |    |  |
| 10  | Assist pupils who have been absent to make up back work.....           | 10        | 236       | 129 | 95  | 46  | 166 | 2   | 4   | 94  | 1 | 3                          | 2 | 1 | 2  | 1  | 3 |    |  |
| 11  | Make own examination questions.....                                    | 11        | 234       | 69  | 149 | 79  | 129 | 3   | 3   | 94  | 1 | 3                          | 2 | 2 | 2  | 1  | 2 |    |  |
| 12  | Report absentees or tardies to principal.....                          | 11        | 234       | 13  | 212 | 18  | 195 | 4   | 4   | 94  | 1 | 3                          | 2 | 2 | 1  | 1  | 2 |    |  |
| 13  | Give examinations.....                                                 | 13        | 233       | 32  | 185 | 67  | 144 | 4   | 3   | 93  | 1 | 3                          | 2 | 2 | 1  | 2  | 2 |    |  |
| 14  | Assign make-up work.....                                               | 13        | 233       | 108 | 116 | 38  | 176 | 3   | 4   | 93  | 1 | 3                          | 2 | 3 | 2  | 1  | 2 |    |  |
| 15  | Answer questions.....                                                  | 13        | 233       | 66  | 152 | 88  | 124 | 3   | 3   | 93  | 1 | 3                          | 1 | 3 | 2  | 1  | 3 |    |  |
| 16  | Explain advanced work.....                                             | 16        | 232       | 34  | 192 | 103 | 115 | 4   | 3   | 93  | 1 | 3                          | 3 | 4 | 2  | 1  | 2 |    |  |
| 17  | Require pupils to give reasons for their statements.....               | 17        | 230       | 119 | 98  | 93  | 121 | 2   | 3   | 92  | 1 | 3                          | 1 | 3 | 2  | 1  | 3 |    |  |
| 18  | Drill pupils in essentials.....                                        | 18        | 229       | 59  | 157 | 85  | 121 | 3   | 3   | 92  | 1 | 3                          | 1 | 4 | 1  | 1  | 3 |    |  |
| 19  | Sign contract.....                                                     | 18        | 229       | 11  | 196 | 40  | 154 | 4   | 4   | 92  | 1 | 3                          | 2 | 5 | 1  | 1  | 3 |    |  |
| 20  | Adjust windows for ventilation.....                                    | 18        | 229       | 23  | 194 | 59  | 154 | 4   | 3   | 92  | 1 | 3                          | 3 | 2 | 2  | 2  | 2 |    |  |
| 21  | Adjust shades for proper lighting.....                                 | 21        | 228       | 16  | 197 | 51  | 159 | 4   | 4   | 91  | 1 | 3                          | 2 | 2 | 2  | 1  | 2 |    |  |
| 22  | Advise pupils of work due on certain date.....                         | 22        | 226       | 20  | 198 | 41  | 169 | 4   | 4   | 90  | 1 | 3                          | 3 | 3 | 3  | 2  | 2 |    |  |
| 23  | Attend teachers' meetings.....                                         | 22        | 226       | 26  | 188 | 20  | 179 | 4   | 4   | 90  | 1 | 4                          | 2 | 2 | 4  | 1  | 2 |    |  |
| 24  | Look up reference material.....                                        | 24        | 225       | 64  | 157 | 169 | 48  | 3   | 3   | 90  | 1 | 2                          | 5 | 4 | 1  | 2  | 2 |    |  |
| 25  | Discuss written work other than quizzes.....                           | 24        | 225       | 14  | 194 | 53  | 157 | 4   | 3   | 90  | 1 | 1                          | 3 | 3 | 4  | 1  | 3 |    |  |
| 26  | Prepare examination questions (mimeograph, duplicate, etc.).....       | 24        | 225       | 76  | 141 | 94  | 124 | 3   | 3   | 90  | 1 | 3                          | 3 | 4 | 1  | 2  | 3 |    |  |
| 27  | Help pupils with lessons.....                                          | 24        | 225       | 52  | 154 | 46  | 151 | 3   | 4   | 90  | 1 | 3                          | 3 | 2 | 3  | 1  | 2 |    |  |
| 28  | Read samples of written work to class.....                             | 28        | 224       | 9   | 199 | 47  | 158 | 4   | 4   | 90  | 1 | 1                          | 4 | 2 | 3  | 2  | 3 |    |  |
| 29  | Make assignment.....                                                   | 29        | 223       | 28  | 189 | 71  | 139 | 4   | 3   | 89  | 2 | 2                          | 3 | 5 | 3  | 1  | 2 |    |  |
| 30  | Teach pupils how to use a text.....                                    | 29        | 223       | 115 | 102 | 119 | 97  | 2   | 2   | 89  | 2 | 4                          | 1 | 3 | 2  | 1  | 3 |    |  |
| 31  | Point out significant elements in new lesson.....                      | 31        | 220       | 35  | 176 | 82  | 120 | 4   | 3   | 88  | 2 | 3                          | 2 | 3 | 3  | 1  | 3 |    |  |
| 32  | Change seats of pupils who cannot see or hear well.....                | 31        | 220       | 12  | 194 | 38  | 160 | 4   | 4   | 88  | 2 | 3                          | 6 | 3 | 5  | 2  | 3 |    |  |
| 33  | Discuss lesson informally with class.....                              | 33        | 219       | 32  | 176 | 55  | 145 | 4   | 3   | 88  | 2 | 3                          | 2 | 3 | 2  | 3  | 3 |    |  |
| 34  | Comment on pupils' response.....                                       | 33        | 219       | 81  | 130 | 69  | 133 | 3   | 3   | 88  | 2 | 4                          | 3 | 3 | 3  | 3  | 1 |    |  |
| 35  | Require admission slips from office after a pupil has been absent..... | 33        | 219       | 17  | 186 | 18  | 182 | 4   | 4   | 88  | 2 | 3                          | 7 | 3 | 2  | 2  | 3 |    |  |



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